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The Stress Management Handbook: The High-Stakes Test Takers of International Students

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University of San Francisco

**The Stress Management Handbook: The High-stakes Test Takers of
International Students.**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Shiying Sun
May 2018

**The Stress Management Handbook: The high-stakes test takers of
international students.**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in


TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Shiying Sun
May 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

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May 16, 2017

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Date

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ABSTRACT

This article provides a brief overview of the current situation that high-stakes test takers are facing. A common problem the high-stakes test taker is experiencing is that they have to deal with tremendous pressure by themselves which could be caused by the test, the preparation process, the teachers and the parents. In results, their test performance could be affected, the decline of their mental health condition associated with the increasing stress level, and those issues could eventually escalate into suicide and physical violence. To shed light on those issues, the author developed a stress management handbook by choosing one of the high-stakes tests which are the TOEFL test. Included in the stress management handbook for the TOEFL test takers are test-taking strategies, tips, teaching methods, and learning skills. To sum up, the stress management handbook could improve the test performance and guide the test taker to gain a higher score without compromise their interest in learning.

Keywords: student stress, stress sources, stress management handbook

CHAPTER I

INTRODUCTION

Statement of the Problem

In the U.S. colleges or universities, become an international student means that they need to take high-stakes tests to compete with native students and other international students while the numbers of international students have proliferated over time. It is a stressful and intense situation. It has become a trend that many students choose to study abroad to get access to higher education to assist them to build their academic future (Kang & Megehee, 2014). With over 974,000 international students in 2014/15 fiscal year, of whom over 304,000 are from China (Institute of International Education, 2016), United States continues to attract the greatest number of international students worldwide (UIS, 2016). However, the significantly growing numbers of international students lead to intense completion in a high-stakes test such as College Entrance Examination, TOEFL test (Test of English as a Foreign Language), IELTS test (The International English Language Testing System), GRE test (Graduate Record Examination) and GMAT (Graduate Management Admission Test). Take TOEFL test as an example, more than 30 million people from all over the world have taken the TOEFL test to demonstrate their English-language proficiency. The average English skill level ranges between Intermediate and Advanced. The international students know that they have to score higher on the high-stakes test such as TOEFL test to become more competitive. Thus, they could stand out from the other students from all over the world. It is not hard to believe that the test takers are stress and nervous about the high-stakes test because they think the test result could change their future life. If we look at this from the perspective of test takers, the flow is simple: in order to get a good job, one has to get into a good university. In order to get into a good university, one must do well

on the entrance examination. In order to do well on the entrance examination, one must study very hard, and for many years (Ogura, 1987). By taking an extremely competitive exam, the test-takers have to bear enormous pressure from school, home, and society.

As an international student who comes from China, I have been experienced countless tests through my academic life, and the high-stakes test such as GRE test is stressful and overwhelming for me. Eventually, my test performance was affected by the stress. The researchers have done many recent studies about the high-stakes tests. However, the researchers did not give enough attention to the test-taker themselves. The nature of the pressure for high academic achievement is exerted within a cultural and social context. It is related to people's perception of education in a society and to the demands and availability of educational opportunities (Lin. & Chen, 1995). Many parents still believe that their children will be successful in the future only when they have access to higher education. This phenomenon is particularly widespread in Asian countries such as China, Japan, and Korea. The parents always have high expectation for their children, and they are willing to provide early academic preparation for the children. Pressures, therefore, are exerted on the children early in life, and these continue throughout their school years until the date they take the Entrance Exam and make a final decisive dash from a long race (Lin. & Chen, 1995). Moreover, society praises the students who pass the high-stakes test with a high score and look down those who are not (Wu, 2016). The social media and the newspapers are filled with the articles about the person who has the highest score. However, the school teachers and parents will compare them with their students or children and this behavior led to test takers' thirst for learning declines, and so does their self-confidence. In results, the test-takers are nervous and stressed. They not only need to prepare hard for the test but also need to adjust themselves to resist the pressure from the outside

world. The attention not only causes pressure to test-takers but also lead to various issues such as mental health problems, physical violence (Connon & Rash, 2016).

Since the early 2000s, reports of increased rates of mental ill health among young people worldwide have received much attention (Mewett & Sawyer, 2016). Researchers in the U.S. (Twenge, Gentile, DeWall, Ma, Lacefield, & Schurtz, 2010) and Britain (Collishaw et al., 2010) have argued that the mental health of adolescents and university students has deteriorated over recent decades, with study participants reporting significantly higher levels of emotional and stress-related problems than those of earlier cohorts. Many studies have indicated that mental health problems for international students were related to the stress from their academic career and the stress associated with living in a foreign environment. Moreover, physical violence is one consequence of high expectation and high pressure. In Japan, high academic pressure has led to home violence, school violence, and rejection of schools (Ohta, 1986). Over the years, there were hundreds of thousands of families' violence cases have been reported and filed. When the children cannot live up the high standards and high expectation, the school teachers or parents might have exploded in anger and eventually lead to physical violence.

In addition to stress, another major issue international student face is that they have not build countermeasures correctly when they encounter the stress caused by unreasonable study schedule and depressive learning environment. Most of the students have been arranged to an intensive study schedule and assign amounts of homework in order to make sure they pass the test with a higher score (Liu, 2014). Students are often nervous and stressed during their preparation for the high-stakes test. They take the high-stakes tests extremely serious because they believe the high-stakes test will ultimately determine their quality of life. However, the early preparation of the high-stakes test, the intensive learning schedule, and the isolated learning environment make

them anxious. And their stress could become a negative feeling towards to the examination itself, and eventually, it will have an effect on their test performance more or less (Hannah & Joshua ,2016). Moreover, most of the students do not have proper methods to deal with the pressure. They could suffer from psychological problems. In the worst case, students commit suicide to end their struggle, which is becoming dangerously prevalent in today's education filed (Fitch, Trey, Ed, Marshall & Jennifer, 2011). As Blum, Bastos, Kabiru, and Le, (2012, p. 1568) argue: "there are increases in mental disorders, suicide, homicide, obesity, malnutrition, and precancerous lesions in young people worldwide." Therefore, it is essential to explore and investigate the factors that associated with the international students' test performance and understand what causes students' pressure, so, we could better assist the test takers to lower their anxiety level and successfully get through the test.

Purpose of the Project

The goal of this project is to address the pressing issues caused by pressure from taking the high-stakes test in the form of a stress management handbook for the test takers. The target readers for the stress management handbook is first the test takers, then, the educators and parents. The educators and parents are also considered as potential target readers on account of they play a significant role in help test takers to release pressure. There will be three individual chapter for each target readers in the stress management handbook and each chapter will contain different contents aim at various aspects to assist test takers to de-stress. This handbook will help to make a difference in students' situation.

To begin with, the handbook that has developed will let people pay attention to students' situation that they are having difficulty in prepare and pass the high-stakes tests such as TOEFL and GRE test. Furthermore, the handbook provides background information about the high-

stakes tests and assist parents in understanding the pressure their children are currently dealing. Thus, the test takers, parents, and teachers could take appropriate measures to manage the pressure efficiently. For example, the school could hire psychologists to offer school counseling or support group to students. To provide students with a shelter so they could feel secure and relax to discuss their problems and the therapist could offer them reliable and professional suggestions other than the advice given by friends. Moreover, the stress management handbook will include the information about the local support programs and hotlines in the United States, which could help students to process their pressures and guide them through the test carefully.

In order to help students to manage the problems that they are dealing with, the stress management handbook provides enormous information and strategies to assist both test takers, parents, and teachers. For starters, in the chapter of test takers, the content will include the background information of the high-stakes test and the strategies regarding the specific part of the test such as speaking, reading, listening, and writing. Next, the parental factor is one of the significant factors could affect students' stress level. The parents should understand the high-stakes tests is only a test, even their children perform poorly on the test, they still have another chance to retake the test. The positive attitude of parents could help students to build confidence and lower anxiety level (Yuko, 2015). When the students have a positive attitude towards the high-stakes test, they are more likely to engage in a meaningful and fruitful learning process. Last, the educators need constantly remind themselves that the competition between teachers, schools, and other educational institutions shall never become the reason to push students into examination hell. As a teacher, they need to discover students' strength and weakness, then, find a way to motivate them to practice their weakness. The reasonable amount of homework and well-organized schedule are essential to students. With a favorable learning environment and

appropriate motivation strategies, students' test performance will be improved. More importantly, more people read the handbook more they will realize the problem that stress can cause serious issues, and they need further learning to prevent it.

Furthermore, I genuinely wish the stress management handbook on the topic of how high-stakes test will affect students' performance could eventually have an impact on government educational policy. The stress management handbook could provide solutions and raise people's awareness on the issues, and the ultimate goal of this handbook is to safely and successfully guide students to pass the high-stakes test they are taking.

Theoretical Framework

This field project is based on four theoretical frameworks: Krashen's Input and Affective Filter Hypotheses, and Self-determination Theory.

Krashen's Monitor Model is a set of five interrelated hypotheses. It included Acquisition-Learning Hypothesis, Monitor Hypothesis, Natural Order Hypothesis, Input Hypothesis, and Affective Filter Hypothesis. However, in the stress management handbook field project, only input hypothesis and affective filter hypothesis will apply.

Input Hypotheses

According to Krashen (Krashen, 1984, P61), the comprehensible input is "the only true cause of second language acquisition." The Input Hypothesis claims that an important "condition for language acquisition to occur is that the acquirer *understand* (via hearing or reading) input language that contains structure 'a bit beyond' his or her current level of competence..." If an acquirer is at stage or level *i*, the input he or she understands should contain *i+1*" (Krashen, 1981, p.100). In the case of the field project that school teachers should expose their students to the learning contents that just far enough beyond their current competence. The students could

both understand the learning contents and still be challenged to make progress. The input level of the students who will use the stress management handbook is $i+3$ or even more, which is too complicated and overwhelming for the international students. As an international student, they have to study harder than other students and compete with other students in a foreign environment. When the level of learning input is far difficult for them to comprehend, they could quickly fall behind their learning schedule, and there will be consequences for the GPA drop. They could lose their scholarship or even been repatriated for the low GPA score. The international students are always in the position of fear that they might fall behind on the academic courses and this situation are incredibly stressful. It is a sequence of events, an inexorable chain reaction where one small link is malfunctioned, the consequence could be catastrophic for international students to bear. Moreover, the high-level input will create pressure on the international students, which is why this input hypothesis will be included in the handbook as one of the suggestions for destress students.

Affective Filter Hypothesis

According to Krashen that the best acquisition will occur in environments where the affective filter is low and defensiveness absent (Krashen, 1981). To begin with, when the affective filter is low, the test takers usually will do better in learning with high motivation. On top of that, the test takers' self-confidence could be boosted when they are in less stressful learning environments. Moreover, when a student's anxiety level is low and defensiveness absent, he or she will acquire the knowledge more efficiently. For instance, as the test takers of TOEFL test, low anxiety level will help the international students to achieve maximum benefit in learning and they are willing to engage in the meaningful practice. With adequate preparation for the high-stakes test, the test takers' test performance could be severely improved. The affective

filter hypothesis implies that test takers should not only focus on comprehensible input, but also create a learning environment that encourages a low filter. The main point of developing a stress management handbook is to offer the international students, parents, and educators the solutions to manage anxiety and pressure. Therefore, Karshen's Affective Filter Hypothesis will be the solid foundation theory for the stress management handbook.

Self-determination Theory

Primary underlying motivational constructs in self-determination theory (SDT theory) are *intrinsic* and *extrinsic* motivations. A person participates in an activity intrinsically because 'that activity is enjoyable and satisfying to do,' whereas extrinsic behaviors are performed in order to 'achieve some instrumental end' (Noels et al. 2000, 61). Various researchers discover that SDT theory has influenced second languages learners' and foreign languages learners' motivation to learn the target language. In other words, when the high-stakes test takers are preparing for the high-stakes test, it is crucial to provide intrinsic and extrinsic motivations. For intrinsic motivations, the students should enjoy their learning at school, and they want to accomplish something by learning. For instance, the TOEFL test takers should feel satisfied when they pass the test with a high score by study hard. As for the extrinsic motivations, the factors of parental, learning environment, educators are both included. Outside stimulates such as parents' support and expectation could help motivate students to work hard. Moreover, the SDT theory provides a framework for examining social-environmental factors such as parental factors that facilitate the development of one's self-motivation across cultures (Yuko, 2015), which means the SDT theory is extremely valuable for developing a handbook to help students reduce stress. By analyzing the motivations of the international students, we could provide suggestions to educators and parents

in order to motivate students to achieve their potential in the study without overwhelming them by stress.

Significance of the Project

The stress management handbook I developed for my field project can be used to guide students through the high-stakes tests and benefit both educators, students, and parents. The handbook provided could help to support students who are seeking both strategic advice and psychological support. For instance, in the handbook, students will find suggestions about how to manage their learning schedule in order to achieve maximum benefit and be fully prepared for the high-stakes test. Or how to apply reading techniques in the high-stakes test to both fast locate the information required by the questions and save time. With the wealth information provided by stress management handbook such as the high-stakes test background information, school counseling contact information, local support group, and professional psychologist for decrease pressure and anxiety, the test takers could find an appropriate way to lower their stress level.

With the growth of test takers' learning ability, the test they will be facing are become more and more difficult and their academic career development stress could increase. The academic career development stress is a subjective feeling, which is hard to avoid by students. Such stress may arise by the academic demands from teachers and parents. In the competitive academic situations, the students may develop negative attitude and perception about the environment and anticipation of limitations for future opportunities (Anjali, Santoshi & Nibedita, 2012). In the high-pressure learning environment, psychological problems such as test anxiety, academic pressure, loneliness, social discomfort, video game addiction and suicide attempts are commonly existing among high-stakes test takers (Shi, Liu & Wade, 2014). The stress not only will cause

mental health problems for high-stakes test takers, but also prevent test takers to achieve academic success.

Overall, it is crucial as well as challenging to welcome the high-stakes tests with a positive and healthy attitude. However, the stress management handbook not only provides suggestions and strategies for the test takers but also make school teachers and parents aware of the issues that the students are facing. For parents, the handbook provides the knowledge of the high-stakes tests' competitiveness and understand the test takers are enduring enormous pressure every day. Instead of oppressing students to reach high expectation of parents, they should encourage the test takers to take the examination with confidence and positive attitude. While the suggestions for parents focus on offer support for students, the suggestions for educators look at reasonable study plan and how to motivate the test takers to strengthen their strong points in learning and improve their weakness. When a suitable study plan and adequate preparation combines with healthy attitude could lead students to a steady performance on the test (Connon, Rash, Gerwing, Bramble, Landine and Travis, 2016). It is crucial to develop a handbook to prevent the stress caused by the negative impacts such as physical violence, anxiety, depression and suicide attempts on the high-stakes test taker (Fitch, Trey, Ed, Marshall & Jennifer, 2011).

Limitations of the Project

This field project is also limited by a few factors. To begin with, the high-stakes test is not only referring to the TOEFL test, and it included all the tests which have the power to influence the test takers future. For instance, the national college entrance examination, the GRE test, the GMAT test, the SAT, and the ACT. However, due to the limited time and energy, this stress management handbook's content is based on the TOEFL test. Therefore, the test-taking strategies, tips, notes, and methods for release the stress cannot be generalized to other high-

stakes test takers. If other educators and educational institution wish to use this stress management handbook as a template to creates a handbook for other high-stakes tests, they should pay attention to change the content that suitable for other high-stakes test takers. On top of that, this stress management handbook for the TOEFL test takers is designed for the test takers who have intermediate or advanced English proficiency level. Thus, those test takers whose English proficiency level is lower than intermediate level, they need to use this stress management handbook under the guidance of the teachers. Otherwise, those test takers cannot benefit from this handbook. Overall, materials developed in the stress management handbook are applicable for the intermediate level or advanced level TOEFL test takers, however, might be adapted for the high beginning level TOEFL test takers. The instructors may need to review the materials before use this handbook to confirm that the handbook is suitable for the target test takers to use.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

To provide a background knowledge that I feel is essential to fully understand how stressful it is to take high-stakes tests such as College Entrance Examination or the TOEFL test. It is also important to understand what the tests look like; therefore, this literature review comprised of three topical areas. The literature review starts with an introduction to the high-stakes tests and a few study cases about former test takers. They speak from their personal experience and explain how competitive and intense the high-stakes test was for them. Next, the literature review focuses on analyzing the sources of stress from the high-stakes test to the stress caused by school and parents that students endured. The last section of the literature review will discuss stress-reduction techniques from three aspects, which are test takers, parents, and school educators.

The High-stakes tests

Education has played a central role in society, and high-stakes tests such as College Entrance Examinations, TOEFL, IELTS, GRE, and GMAT tests are methods to assess test takers' academic achievements. Every year, millions of students are engaged in an intense test, and the number of test takers keeps growing (Liu, 2014). The increasing number of test takers has intensified competition among the exam candidates. Most of the high-stakes tests will last 3-4 hours, the test itself could be difficult for the test takers, however, the parents and school intend to believe that they assist students in building advantages by pushing their limit to survive the high-stakes tests. But they fail to take students' feeling and thinking into consideration. They bring the students nothing but pressure. The high-stakes tests are already tricky and add more weight to test taker will only make the test harder for them. I will describe in detail below about

two different high-stakes tests: The National College Entrance Examination (NCEE) Test and The TOEFL Test which are often taken by international students as examples to explain how stressful to prepare and pass the high-stakes test.

In China, education has played a central role in Chinese society, and the NCEE test is a method to assess test takers' academic achievements. China has over 1300 years of history of imperial examination system which now is called the NCEE test. As China develops, the Chinese education system grows stronger, school is educating more and more students, and until 2010 the college enrollment has been increasing more than three times. However, as the increasing number of college enrollment has intensified competition among the national college entrance exam candidates. Every year on July 7, 8, and 9, millions of Chinese students are engaged in an intense NCEE test. In 2016, there are 9.4 million candidates took the NCEE test in order to get enrolled by top universities, the NCEE test scores will determine their future (Lin & Chen, 1995).

Chinese society intends to believe that high academic achievement is the key to a good job and high social status, and this hope lead to enormous pressure on students. The extreme competitiveness of the NCEE test pressures students, parents, and educators into early preparation. The students will start to take extra classes such as Mathematical Olympiad class and English class in their early academic life at primary school. At the age of ten or eleven, children are forced to attend cram school on daily bases to reinforce the knowledge they have learned. The Chinese parents claim this kind of early academic preparation as "Win at the starting line," and parents sacrifice their time and money for their children to be better educated and their enthusiasm has pushed educators to increasing assignments. As an outcome, students have lost their interests in learning, they lack creativity and under tremendous pressure. One of

the test takers said: “Day and night, I feel like a prisoner who stuck at school. My parents wouldn’t allow me to play the video game or watch TV at home. They think that is a waste of time. My parents always like to tell me that after I get accepted by the top university, I could do anything I want” (Lin. & Chen, 1995, p. 155).

The high expectation from both parents and school has caused students’ anxiety and stress. After students been force into tremendous hours of study and zero time for relaxing and reset, they have shown signs of rejecting school. Some of the students cannot endure the pressure come from parents. They will choose to run away from home and refuse to study. Li Min (1991), a tenth-grader who ran away from home, describes the pressure he felt from his parents, in a letter he wrote to his aunt:

The diary was not just a diary, but a composition every day! After I entered a key-point junior middle school, I thought I could take a breath of relief. But my parents brought home all kinds of supplementary exercises for math, physics and chemistry, in order that I receive ‘intensified practice’. My life is all darkness whether it is day or night. I have to score 100 on exams and have to win prizes on contests. Am I a programmed computer? (p.38)

The TOEFL test is the most widely respected English-language test in the world, recognized by more than 10,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States (Liu, 2014). If the students want to study abroad, they must provide some proof to prove that their English is good enough to comprehend the lectures from school or work abroad. The international students or individuals will use the TOEFL test to measure their English language ability, and the test result could demonstrate that they English is currently at the basic level, intermediate level or advanced level.

If students want to apply for the university in the United States, no matter it is the undergraduate programs or the master's degree programs, they all need to submit their TOEFL test transcript. However, more than 30 million people from all over the world have taken the TOEFL test to demonstrate their English-language proficiency. The average English skill level ranges between Intermediate and Advanced (Liu, 2014). Getting a high score on the TOEFL test is extremely difficult.

The TOEFL test included 4 sections (reading, listening, speaking, and writing) which take a total of about four and half hours to complete (Liu, 2014). The content in the TOEFL is challenged for most of the students and pass the test with a high score require a long time of preparation. Every student has their strength and weakness when it comes to the English reading, listening, speaking, or writing. However, in order to get a high score from the TOEFL test does not mean to have a high score in a total of 4 sections but to show that your four skills are both ranges between Intermediate and Advanced level. This requirement has caused the test takers a lot of pressure, and they have to face the problem that without strategies practices are the target at their weakness skill, their English-language proficiency cannot be improved in a short period (Liu, 2014). When the test takers find it is difficult to improve their score by practice, some of them will choose to take the TOEFL test repeatedly to gain experiences of how to arrange the time for each section or how to maximum their strength and hide their weakness. If the test taker is lucky enough, they might get a higher score. Nonetheless, the issue of taking the TOEFL test repeatedly is that it could raise test takers' affective filter and anxiety level. After several times of failure, the test takers will have the feel of self-doubt and the longer the preparation process is going, the more likely their stress level will go up and eventually will have an impact on their

test performance. Moreover, the test fee to take the TOEFL test repeatedly can be very expensive for most of the average families.

When an international student has a high score on the TOEFL test and they have an exceptional academic performance, they could apply for the top university such as Harvard University, Stanford University and the University of Cambridge. Moreover, they could apply for a full scholarship. Overall, with a high score on the TOEFL test could be beneficial for the student and to achieve the goal of having a high score, the test taker must overcome their weakness in English through test-specific strategies practices and lower their affective filter to be able to engage in a productive learning process.

To sum up, as schools and departments of education have moved to test-based accountability policies, students' performance on high-stakes test become a significant factor in evaluating their English competence, especially in Asian countries (Elina, Natasha, Laura & Nathaniel, 2017). There has been enormous pressure on high-stakes test takers with the change in education policies. To gain a high score on the high-stakes, test takers have to fully committed to the preparation process and willing to work very hard to improve their weaknesses and strengths. On the one hand, test takers will encounter the difficulties of improving English ability. On the other hand, the enormous pressure comes from the parents' high expectations, teachers' ultimate goal of improving students' achievement, and test takers' hope and aspiration for the future. All the pressures will fall on the test takers shoulders alone. Therefore, it is not only necessary but also crucial to prepare test takers for the stress of high-stakes tests. During the preparation of the high-stakes test, they will have to cope with the heavy pressure, learning, and highly competitive test takers. Without the appropriate training for manage stress, they could experience a variety of

severe adverse outcomes, including anxiety, violent behavior, smoking, drinking, and suicide attempts (Anjali, Santoshi & Nibedita, 2012).

The Sources of Stress

Students

Many students spent years of their life trying to make their way up to the top university and study abroad eventually. Notably, for most average families, sending their children to study overboard is not their first option; it is too expensive to afford. Students have no other choice but to compete in College Entrance Examination test or the TOEFL test, so they could either get accepted by the top university in their home country or use the TOEFL score to apply for a full scholarship. Chinese people have a metaphorically old saying called the “narrow log bridge” through which crowds of eager competitors shove and push to get ahead (Wu, 2016). The test takers of the high-stakes test realized if they want to get accepted by the top university, they must put a lot of efforts on studying.

On the one side, some of the students suffer from the academic career development stress which is an individualized phenomenon, unique to each student and setting. It is a subjective feeling, which is hard to avoid by students. The sources of academic stress may be life events or chronic strains related to academic programs and workloads (Hunt & Eisenberg, 2010). The students who have this stress will keep pushing themselves to achieve their educational goal. They will give themselves extra assignments and spend their spare time on attending the extracurricular activity. The students are willing to sacrifice the time for rest and relax in exchange to study for the high-stakes test. In return for their efforts, they believe they will succeed in the high-stakes test. However, sometimes the results just not what they wish to be. After knowing that their scores are not good enough to enroll in their dream university. They feel

devastated and overwhelmed by the shame. The students suddenly lose their goal, and they are clueless about their future because they never prepare themselves for the possibility of failing. This kind of students, they are willing to do the extra hard work no matter they may or may not handle that amount of works, they are used to carry all the burden by themselves. One test taker said: "I am always intense. I need to remind myself all the time that I have to, and I need to prepare for the test so that I can get good results in return" (Lin & Chen, 1995, p. 156). If students keep challenge themselves without time to reset, this behavior will become a significant source of academic career development stress. This type of stress is recognized as the harmful physical and emotional responses that occur when the requirements of the academic activities do not match the capabilities, resources and needs of the students (Pramanik & Ray, 2003). In extreme situations, parents should intervene and help students to seek professional help to cope with the debilitating psychological effects.

On the other side, for students who have an average GPA at school, their stress comes from self-doubt and low scores of the College Entrance Examination test or low scores of the TOEFL test. This stress is considered as a process in which external or internal demands are interpreted by the students or learners in relation to their own values and goals (Allen & Heibert, 1991; Campbell & Svenson, 1992). This type of stress will occur with changing pattern of lifestyle, educational opportunities, and trends of parental expectations. This type of student worries that they would not get accepted by any college or university with low scores. If they are not admitted to a college or university, they will feel a strong sense of shame and failure, and so do the teachers (Lin & Chen, 1995). A lot of parents have the "tradition" of comparing their children to other people's children. If the children did not get high scores on the test, they would feel embarrassed when they are being compared. The constant anxiety about future and the high-

stakes test made harder for students to concentrate on learning and eventually lead to lower grades. Moreover, in some of the cases, students are also concerned about their friends and parents' attitude. After their failure on the high-stakes test, they concerned that their friends will distance themselves from them, and their parents will "ice" them. Overall, the fear, worry, and determination becomes stress which comes from the students themselves. On the one side, some of the students will keep pushing themselves to achieve a higher academic goal.

Parental

The pressures come from parents are also one of the sources of students' stress. For example, in China, parents play a big role in students' academic life. To make sure that their children have sufficient time to study, they take charge of all household chores, so much so that it is reported many children cannot perform very simple physical labor (Xue & She, 1992). The research found that Chinese and Japanese mothers tended to set a higher standard for their children's academic success than American mothers, and Asian children in return tended to have a stronger sense of obligation to meet their parents' expectations (Stevenson & Stigler, 1992). Parents are convinced that high scores of the high-stakes test will in return for their children's brighter future, they will have a good job and high social status. With parents' oversight test takers' learning, they have no spare time to relax or de-stress.

As a parent, they always wish the best for their children, best learning environment, best teacher and best university. To accomplish their wish, parents control every aspect existed in students' life, their study schedule, spare time, and academic achievements. They will save money to pay for children' cram classes, squeeze time to coach them as well. While some parents study the textbooks taught in school so that they can coach their children better, others even enroll in adult education programs to enable themselves to understand the school materials.

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Parents are doing all this action under the name of children's best interests. However, from the students' point of view, parents are like huge rocks hanging over their heads, they feel overwhelmed with the invisible pressure. Many students have complained their parents' high expectation made their academic life more difficult. Furthermore, when students cannot live up to parents' high expectation, they might get physical violence as punishment. With parents oversight their learning, the students have no spare time to relax or de-stress. The students are in the situation that they have to endure enormous pressure at both school and home, and they are being suffocated.

Educators

The competitive exam system and parents' high expectations push schools to wage "examination wars" on students, causing an "examination hell" for them, a phenomenon which is also reported in Japan (Ogura, 1987). Moreover, teachers' annual evaluations, pay raises, and tenure decisions are both indirectly tied to student performance on the high-stakes test. When teachers are held accountable for test takers' performance on the high-stakes test, they will feel stressed. Teacher stress can be conceptualized as an interaction between the person and the environment, in which stress is determined by the person's evaluation of the demands in the environment as well as their personal resources for meeting the demands (Lazarus & Folkman, 1984). Therefore, school context may be a factor that increases teacher's stress level. School demand teachers to increase the pass rate of students' examinations. However, there is too much work to do with limited time. Between the pressure from school and high-stakes accountability

policies, the teacher might transfer the pressure to test takers. In results, in order to get excellent performance on annual evaluations and a raise, teachers will keep pushing test takers to acquire high score on the high-stakes tests by increasing the number of assignments, arrange an intensive study schedule, and use the ranking system to motivate students.

In most of the school, students will face abundant amount of assignments, especially in high school. Take high school students as an example, they will have at least one homework for each course every day, and each one of the assignment will take a lot of time and energy to finish. Nevertheless, the school mandatory them to attend self-study class at night. The self-study class usually will end at 9:30 pm and most of the students will continuing the assignments when they go home. For the high-stakes test takers, the teachers will give them a lot of simulation exercises to practice and regularly organize intensive mock exams, sometimes every week, sometimes every day, to be sure that the students could make progress in a short period. Researchers identified that frequent class tests and unreasonable amount of homework, the expectation from school teachers, parents and others were as well significant sources of stress among some students (Ray, Halder, & Goswami, 2012). The school and teachers gear all their efforts into preparing students for the high-stakes test, thus, forming another source of high pressure on students. The intensive study schedule, lack of support and communication barriers with teachers push students to the edge of total breakdown.

In addition, schools hold competitions with each other and teachers compete among themselves in order to have the highest admission ratio in their graduating classes (Lin, 1993). Teacher promotions and rewards are all tied up with students' performance on the high-stakes test, and thus, in order to get promoted or have a reward from school, they will force students to take the mock exam over and over again until they maintain in the state of "ready to go." The

situation of students is constantly tested is harmful to both students' physical health and mental health, their stress is forming from lack of time for reset and de-stress. Also, the school tends to use students' scores to place them into an average class or advanced class. The advanced classes will have a seasoned teacher in charge of the class, and they will have abundant educational resources. On the contrary, the average classes will be issued with an average teacher, and the number of students who can get accepted by colleges and universities is hard to in the catch up with the advanced class. In the extreme cases, the teacher commits a crime of anger to physically assault the students when they do not fulfill the teacher's high expectation (Lin & Chen, 1995). The school ranking system not only causes students to be anxiety and pressured but also make them second doubt themselves. The schools are constantly testing and ranking students, and teachers "stuff the students" as much as possible, those measurements cost students' confidence and enthusiasm in learning and preparation. If the situation continues this way, the students could struggle with educational disadvantages.

How Can Anxiety and Pressure be Decreased?

To begin with, research shows that test-takers' motivation, test anxiety, and test performance across a range of social and educational contexts in the high-stakes tests (Cheng, Klinger, Fox, Doe, Yan & Wu, 2014). In order to make the students have their best performance on the test, they should have healthy and positive attitude lead to the steady performance. Next, it is vital for schools to have qualified counselors or counseling centers, it provides students a private space to discuss their difficulties and feeling with a counselor. Parents, as a major social-contextual factor influencing children' motivation and achievement. If parents could help students to build confidence and encourage them to have a positive attitude towards to frailer, they could be motivated and try to learn from their mistakes instead of being frustrated by low scores. Last,

teachers should consider readjustment students' assignments to an adequate amount. In other words, we need to help them to reduce the pressure and anxiety caused by the test.

First of all, students (91%) also mentioned that discussion session and learning in small groups either in school or in coaching centers helped them to enjoy the learning environment to develop a better understanding of studies, communication and interpersonal relationships (Halder & Goswami, 2012). This means the students' positive feeling about having other students in the small group to support each other. Not only they could use this opportunity to exchange thoughts but also one way to feel relaxed when they surrounded by the people in the same situation. Furthermore, the students should find appropriate ways to encourage themselves. Students could formulate a few small targets which they could easily accomplish. The key point of this strategy is to make sure the targets are not too difficult to accomplish for the students. We want students to feel that they are making progress by accomplishing small targets without too much pressure. This strategy could also assist educators to build students' confidence.

Next, test-taking strategies are critical for lower test takers' affective filter. With the help of test-taking strategies, test-takers could be more familiar with exam questions. The test-taking strategies could allow test takers to save time and be better prepared for the upcoming tasks. For instance, the stress management handbook for the TOEFL test takers provides different test-taking strategies which target different tasks in four different sections of TOEFL test. In the reading section, the test-taking strategies are focusing on teach test takers to scan passages and elicit the keywords that appear in questions. Then, locate the paragraph that contends keywords and goes through details to find out answers. If test takers learn shorthand, they could write down keywords, main idea and topic sentences shockingly fast. This test-taking strategy will be beneficial for test takers in listening section. At last, the handbook also includes speaking and

writing templates for test takers. The templates could be used for test takers who is take the TOEFL test for the first time. When test takers are familiar with templates, they could quickly summarize the main idea of the lectures, or passages. By apply the test-taking strategies to the high-stakes test such as TOEFL test can improve test-takers' test performance and further assist them in building self-confidence.

In addition, rapid economic development adds the pressure for high performance seem to have increased the rates of anxiety and depression. China accounts for almost half of the world's suicides, although it has about one-quarter of the world's population (Clay, R., 2002). Due to the enormous amount of stress that students are enduring when they start their early preparation for the high-stakes test, they could have the psychological illness like test anxiety or depression. Therefore, it is vital for schools to have qualified counselors or counseling centers, it provides students a private space to discuss their difficulties and feeling with a counselor. Furthermore, with professional diagnose, the mental health problems of students could be fast control and move forward with proper treatment. But most students who have mental health problems rarely seek to counsel in person because they feel embarrassed and ashamed with their conditions. In this situation, students could always consider using telephone hotlines and websites for counseling. There are about 4,000 telephone hotlines and websites offer psychological counseling throughout the United States ("Modern Technology," 2004). The benefit of see school counseling is that counselor could provide useful advice or positive suggestions about how to cope with problems and stress without lash out.

Parents, as a major social-contextual factor influencing children' motivation and achievement. According to Wigfield and his colleagues, they have identified the following four major parental factors influencing children's outcomes, such as school achievement and

motivation: (1) parent, family and neighborhood characteristic (including major SES indicators such as household income, parental education and parental occupation); (2) parent-specific behaviors (parental involvement in child's study and school, teaching strategies, training values, etc.); (3) parents' general beliefs and behaviors (parenting styles, values of school achievement, efficacy beliefs, etc.) and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc.) (Wigfield, 2006). When the students encounter the failure on school preparation test, parents should support them rather than criticize or punish them. Parents should be cautious about their behaviors when they express their anger or disappoint, it could double students' stress and undermining their self-confidence. If parents could help students to build confidence and encourage them to have a positive attitude towards to frailer, they could be motivated and try to learn from their mistakes instead of being frustrated by low scores.

Last, students spend most of their time at school and how to manage the pressure at school is one of the essential strategies to cope their stress. According to Fullan (1999) and Miles (1998), any educational reforms require both support and pressure. According to Sun (2003a, b, 2007; Sun and de Jong, 2007), quality enhancement or any useful school improvement requires clear goals, great support, and adequate pressure. The educators should keep those suggestions in mind when they try to reduce students pressure. To begin with, teachers should consider readjustment students' assignments to an adequate amount. With a reasonable amount of assignment, test-takers could be motivated and willing to study. Next, teachers can apply the self-determination theory to understand learners' motivation in language learning and use those factors to motivate them in preparation for the high-stakes tests (Cheng, Don, Janna, Christine, Jin and Wu, 2014). Moreover, teachers could teach students about the examination techniques,

so they could spend more time to answer the questions that they could score instead of waste time on the questions that they do not know. Besides, the school should take students' time management skills into consideration when they arrange their study schedule. Teaching students to reasonably manage their time could help lower their anxiety level. Overall, test-taking strategies could enable test-takers to take an examination adequately and improve test performance without cause pressure and harm test-takers' mental state.

Summary

The literature review has provided a variety of information regarding impact of stress on test-takers' performance on the high-stakes tests. The first section of this literature review covered the background information about high-stakes tests. The NCEE test and the TOEFL test are explained in detail to demonstrate how stressful and competitive the tests are. The Chinese society uses the NCEE test as one of the significant ways to select talented students for the top universities. The increasing number of the NCEE test candidates grows from 5.4 million to 9.4 million results in high competition. Besides, the TOEFL has more than 30 million people from all over the world to take the test to determine their English-language proficiency (Liu, 2014). The TOEFL test included reading, listening, speaking, and writing which needs a total of about four and half hours to complete. The average English skill level ranges between Intermediate and Advanced. It is tough to get a high score on the TOEFL test. The test takers will encounter tremendous pressure during their preparation for the test.

The second section discussed the sources of test takers' stress. The first stress factor is the pressure from self-expectation and academic career development stress. The test takers are constantly concerned about their ultimate goal of score high in the high-stakes test and get enrolled by the top university. They sacrifice their spare time and spend hours in the evenings to

attend extra classes to prepare for the test (Lin & Chen, 1994). And the high self-expectation increases the test takers' anxiety level. The second stress source is caused by the competition between teachers and school ranking system. The test takers are being tested and ranked all the time, if one of the test takers get placed to the average class, they will be stressed because of low confidence. The third stress source is parents' high expectation. They are convinced that the high scores from the high-stakes test will be the key to determine the test takers' fate and they are willing to sacrifice anything to let the test takers succeed on the test (Lin & Chen, 1994). The intense learning environment at school will be the fourth source of the stress. The test takers often feel stressed when they have to deal with a massive amount of homework despite the school policy demand teachers to assign a reasonable amount of assignments (Ray, Halder & Goswami, 2014).

The last section of literature review presented the suggestions to reducing the test takers' pressure. When the test takers are overwhelmed by the pressure from parents, schools, and the society, it is better for them to seek help from the school psychologist (Ray, Halder & Goswami, 2014). They could provide useful suggestions to assist the test takers in coping with their issues. Next, parents should be cautious about their behaviors when they are around their children. Most of the parents have high expectation for the test takers. However, when parents' expectation is too much for the test takers to fulfill, they feel pressured. Moreover, test takers could develop negative feeling towards the high-stakes test. Therefore, parents should have boundaries about their involvement in the test takers' study and test preparation process. Do not turn the high expectation into an excuse to force test takers to study. To use parents' high expectation as a way to push test takers to gain a high score on the test is not an appropriate way to help them. Besides, in order to help the test takers to reach their ultimate goal, schools should use a

reasonable studying plan and time management strategies assist them to gain the maximum benefit without causing too much anxiety (B. Zhang, Y. Li, H. Zhang, J. Li, & Y. Li, 2016).

In conclusion, in the high-stakes tests such as the TOEFL test, test stress and anxiety are commonly existing in test-takers, it cannot be eliminated or avoid by learners. However, it could be managed with appropriate methods included in this study. The test-takers' test performance is associated with their stress level. When test-takers are in a comfortable learning environment, their affective filter will be low, and they could be highly motivated to study for the high-stakes test. Furthermore, the stress reduces methods include a deep understanding of the test, test-taking strategies, school counseling, support group, positive learning environment and motivation methods could assist test-takers to build self-confidence and improve their language ability. Test-takers who are under heavy pressure not only will not achieve their academic goal but also experience mental health problems. Therefore, in order to gain a high score from the test and accomplish test-takers' academic goal, they need to manage their stress through appropriate methods.

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The field project consists of three chapters of various test-taking strategies, the background information of the high-stakes test, the information of professional therapist, and motivation methods. The intent of this TOEFL test takers' stress management handbook is to help them improve test performance to reduce their test anxiety and stress. The three chapters included in the stress management handbook are aimed at the test takers, teachers, and parents. Moreover, due to each targeted potential readers play a significant role in assist the test takers to manage their pressure during the preparation of the high-stakes TOEFL test, the contents included in each chapter are different.

Chapter 1: To begin with, a brief description of the TOEFL test is presented. What aspects of the test takers' English proficiency will be tested in the TOEFL test and how they will be tested through reading, listening, speaking and writing. Then, based on the different types of question in each section, the test-taking strategies are provided. For instance, in the section of speaking, the handbook offers the speaking template for each task. During the speaking section, the test takers only have 15 seconds to 30 seconds to prepare their answer after hearing the questions. Without thorough preparation, the test takers might experience nervous due to the limited response time and lead to poor performance. The response of test takers will be more logical and fluent with the help of speaking templates. Moreover, the familiarity of the TOEFL test process can be an effective way to calm the test takers and improve their test performance eventually. On top of that, this chapter also suggests the test takers make small goals which they could quickly achieve every day as a way to motivate themselves and build self-confidence.

Finally, the stress management handbook offers the information of support groups, study groups and how to get perfectional help. Overall, chapter 1 summarizing the test-taking strategies for different section on of the TOEFL test, assisting test takers to prepare efficiently for the test and providing a solution for them when they feel overwhelmed by the pressure.

Chapter 2: this part of the handbook is designed to help test takers release stress through teachers. It presents three methods that can be useful for test takers reduce pressure which causes by taking the high-stakes TOEFL test. First, it is crucial for the test takers to have a comfortable learning environment. The teachers should not drag test takers into the examination war. They should be more supportive and encouraging, in results, the test takers will be more active learning, and their test performance could be boosted. Next, the teachers should present a reasonable study schedule and a suitable amount of homework to the test taker instead of oppressing them into the study. If the test takers cannot handle teachers' tasks, it can bring negative effect to the test takers both physically and emotionally.

At last, the teachers need to adjust their teaching methods based on varying degrees of test takers' English proficiency. It not only develops the test takers' English ability but also helps to keep test takers to stay positive and confident.

Chapter 3: when a test taker prepares for a high-stakes test such as the TOEFL test, they are emotionally sensitive and likely to be affected by their parents' behavior. In this chapter it provides suggestion to parents, first of all, parents should know to control their expectation of test takers. Sometimes, parents have great expectations, and they hold high standards for their children, which made difficult for test takers to fulfill their expectation. Moreover, the high academic expectation brings unnecessary pressure to the test takers. Their test performance could be compromised when they struggle to try to achieve parents' expectation. Instead of using high

standers to push test takers to break through their limitation, they should encourage the test takers to set small goals they can attain, and give themselves small rewards when they attain them, the test takers will be more likely to be successful. Also, parents should support test takers rather than criticize or punish them, and supportive learning environment could be productive to reduce test anxiety and stress. Above all, the parents need to teach the test takers that it is normal to ask for help when they experience negative feeling such as depression towards to the high-stakes test or their life. It is essential for the test takers to fully understand that they should not be ashamed of how they feel and how they ask for professional help.

Development of the Project

The field project was developed to meet the needs of the high-stakes test takers to manage their stress level in order to avoid the situation that test takers' test performance is affected by it. Many of the studies discussed and state the sources of the test takers' stress. However, those researchers are failing to deliver solutions which target at each specific stress source. Therefore, it is necessary to create a stress management handbook to guild the high-stakes test takers through the preparation process and increase their probability of passing the test with high marks.

The inspiration for this field project came directly from my personal experiences. As an international student who studies abroad in the united states at the University of San Francisco over the last two years, I have been experiencing the high-stakes tests such as the TOEFL test and the GRE test multiple times. Moreover, as an international student who came from China, my examination experience is vibrant. At first, my ability to read, listen, speak and write in English was really limited compared with other students' ability to comprehend the language. Every time that I try to have a conversation with others in English, the conversation will end

quickly due to my nervous about speaking English. And this phenomenon is persisted to my test performance.

During my preparation process for the TOEFL test, I felt exhausted and stressed all the time. It becomes hard for me to make progress to gain a higher score on the test. I often study alone, and the process of preparing high-stakes test was tedious and stressful. And after a few times of failure on the TOEFL test, I decided to ask for assistance by joint a study group which organized by a teacher who is expert on the TOEFL test. In this study group, I found other test takers who are struggling like me. When I study in that group, I find myself highly motivated and less stressed. In the meantime, the teacher will provide us with TOEFL test-taking strategies which are extremely helpful. After two months preparation, I got the score that I want. During the time that I study the TOEFL test myself, I am not aware of there are resources which could help the test takers like myself. However, with the support from the study group, I regained confidence, and my English ability was significantly improved. The inspiration to create a stress management handbook for the TOEFL test is coming from my experience in the study group. In order to overcome the pressure, the anxiety, and limitation, test takers usually spend a lot of extra time and energy to seek out a way to lower their stress level and prepare the high-stakes test more effectively. However, with the help of stress management handbook which contains the test-taking strategies, a variety of information, and exam tips, test takers could not only save time and energy of their struggle, but also could be helping to improve test takers' test performance, especially when the test takers are not familiar with the test.

At the beginning stages of the project development, the test takers are the potential audiences which considered the readers of the stress management handbook, the materials included in the handbook are to meet the needs of the test takers. The test-taking strategies, the

test preparation resources, and stress-reduction techniques are both developed for the test takers. However, after analyzing the research papers are related to this topic, I found out that I fail to consider the teachers and parents as factors could affect the test takers' emotion and further develop to a stress source. The teachers and parents are deeply involved in test takers' academic life. The teachers could increase test takers' stress level by add unreasonable amount of assignments, rank their test scores, and ask involvement of test takers' parents. Moreover, parents may follow the instructions of teacher's and keep pushing test takers to study at home. Some of the test takers have to go to extra English tutoring until they pass the high-stakes test, which could be a long time. Parents' high expectations are hard for test takers to fulfill and the high expectations will become a source of stress. However, parents and teachers' involvement in test takers' life could also be beneficial to help the test takers to relieve stress. Therefore, the next step of developing the stress management handbook is to create separate chapters for the teachers and parents. In each chapter, the handbook provides the strategies and teaching methods from the teachers and parents' perspective. For example, the chapter for test takers is mainly focused on introducing the background information of the high-stakes test and provide detail procedures of how to answer test questions. In the chapter for teachers, the handbook offers various teaching methods such as how to motivate the test takers, how to set small goals, and how to provide a good learning environment. The suggestion for the parents is located in the third chapter. Parents' support is essential to test takers, and they could lower test takers' anxiety level by provide them with a comfortable learning environment at home and encourage test takers to stay positive and keep up with hard work. To sum up this chapter, the handbook suggests that the parents should hold positive attitude to the test takers and support them. They

should control their high academic expectation to the test takers and avoid the situation that gets too much involved in the test takers' preparation of the high-stakes test.

As an international student who has been through the high-stakes test and has the opportunity to be exposed to a variety of teaching methods, techniques, and strategies, I believe the stress management handbook for the TOEFL test takers could be both useful and valuable for the test takers. Moreover, this handbook could be considered as a model when other researchers attempt to develop a handbook for additional tests.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As students mean that they have to experience the process of preparation for a test, take the test, accept the result of the test, and repeat this whole process again and again. It is clear that the course of preparation is intense and stressful. For example, more than 30 million people from all over the world have taken the TOEFL test, and this amount of test takers population have severely increased the competition between test takers. To score high in the test, the test takers have to work extremely hard and keep pushing themselves until they break through their limitation. However, the stress caused by the high-stakes test can become a fuse which ignites the problems.

To begin with, the long preparation processes of the high-stakes test, limited improvement on the test performance, and lack of test-taking strategies could cause test takers to stress. when the test takers' stress level is high, they might have difficulty in adjusting themselves to taking the test and eventually the pressure could affect their test performance. On top of that, the teachers and parents have high academic expectations of the test takers, they have been given a vast amount of homework, intense study schedule and no time for a break. Not only the high-stakes test itself is stressful and challenging but also the pressure come from the teachers and parents are overwhelming for the test takers, in results, the stress could lead to various issues such as depression, anxiety and physical violence (Connon & Rash, 2016).

Test takers usually intend to manage their stress by themselves, or they choose to ignore the issues. However, this behavior will only deepen the problems that already exist. Test takers could experience the difficult to make achievements on the high-stakes test at first. Then, their

stress level is high when they feel frustrated. At last, test takers could start should signs of anxiety, violent behavior, and suicidal attempts (Anjali, Santoshi & Nibedita, 2012). Thus, it is essential that test takers understand the problems and reach out to seek help. Test takers need to assure that it is safe for them to get professional help without to be judged by others. They need to be aware of the resources that provide assistance. A stress management handbook for the TOEFL test takers could include all the information. Therefore, in order to help the test takers to lower their stress level, it is vital to design a stress management handbook to guide the test takers through the high-stakes test.

The purpose of the stress management handbook is to address the pressing issues caused by taking the high-stakes test and provide the solutions for each one of the problems. By exploring the sources of the test takers' stress, the handbook presents ways for the test takers, the teachers, and the parents to work together to reduce stress, lower the test takers' affective filter, and improve their test performance eventually. The handbook has a great potential to prepare the test takers without damage better their enthusiasm for learning or harm their health. Furthermore, by implementing the strategies which include in the handbook, the test takers' language learning abilities could be enhanced.

Recommendations

The author makes three recommendations for instructors and educational institution who choose to use this handbook. First of all, this stress management handbook is developed for the TOEFL test takers. If other educational institution and instructors wish to apply this stress management handbook, the author recommends that they should analyze the needs of the high-stakes test takers they are attempting to target. The contents included in the handbook will acquire a few adjustments based on the different target population. Also, the images and test

strategies should also be adjusted based on the test takers' age, different levels of language proficiency, and their purpose of use this handbook. At last, the instructors should review the high-frequency vocabulary which listed in the appendix carefully to see if there are few vocabularies are not suitable for the test takers who is at beginner level.

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APPENDIX

A Stress Management Handbook for the TOEFL® Test Takers

A Stress Management Handbook

for The **TOEFL**[®] Test Takers



Shiying Sun

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INTRODUCTION

This stress management handbook presents test takers with the background information about the *TOEFL*® test, the concepts, and tools that they will need in order to understand and perform the test for academic purpose in English. The handbook first introduces test takers to background information about the test and how they will be evaluated. In addition, in the handbook has three different chapters for students, teachers, and parents and within each chapter is contents which will assist test takers through the exam preparation process. Test takers can use the information, such as testing techniques that they gain from the stress management handbook, to relieve pressure and further improve their performance on the *TOEFL*® test.



THE *TOEFL*® TEST

TARGET LEARNER

This handbook is designed for students who intend to take the *TOEFL*® test and desire a high score. The primary goal of this stress management handbook is to assist these test takers in reducing their stress caused by this high-stakes tests and prevent their test performance from being affected by pressure.

INSTRUCTIONAL GOALS

- To enable test takers to understand the purpose and stressfulness of the *TOEFL*® preparation process.
- To familiarize test takers with various test-taking strategies for the four different parts of the *TOEFL*® test.
- To enable test takers to reduce pressure in appropriate ways.

INSTRUCTIONAL OBJECTIVES

- Demonstrate the test takers with testing strategies in listening, reading, speaking and writing.
- Provide information about local support groups or mental health professionals.
- Lead teachers and parents to create a positive learning environment for the test taker.

CHAPTER I

For the *TOEFL*® Test Takers



What is *the TOEFL® Test*?

The *TOEFL®* test is the most widely respected English-language test in the world. It is recognized by more than 10,000 colleges, universities, and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States. Wherever you want to study, the *TOEFL®* test can help you get there.

Who takes *the TOEFL® Test*?

More than 30 million people from all over the world have taken the *TOEFL®* test to demonstrate their English-language proficiency. The average English skill levels range between from intermediate to advanced.

- Students planning to study at a higher education institution
- English-language learning program admissions and exit
- Scholarship and certification candidates
- English-language learners who want to track their progress
- Students and workers applying for visas



What is the content of *the TOEFL® Test*?


There are four sections on the *TOEFL®*: reading, listening, speaking, and writing. The test takes a total of about four and a half hours to complete, including check-in.

TOEFL® iBT Test Sections

Section	Time Limit	Questions	Tasks
Reading	60–80 minutes	36–56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60–90 minutes	34–51 questions	Listen to lectures, classroom discussions and conversations, then answer questions.
Break	10 minutes	—	—
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.



- The test you take may include extra questions in the Reading or Listening section that do not count toward your score.
- Please read the timing instructions for each section carefully. Be sure to pace yourself so that you have time to answer all the questions.



In order to prepare for *TOEFL*® test in
an effective and stress-free way,

Let's go

STEP BY STEP.

To begin with, test takers need to be familiar with test-taking strategies which target each of the four different sections.

Then, the test takers need to set a small and reasonable goal and complete it every day. Using this strategy could boost test takers' self-confidence and reduce their test anxiety. Moreover, they will feel that they are actually accomplish their goals.

Last, if test takers are having test anxiety or are stressed out by the preparation process, they need to know there are professionals ready to support them and help them get through the *TOEFL*® test.





STEP 1. Test-Taking Strategies

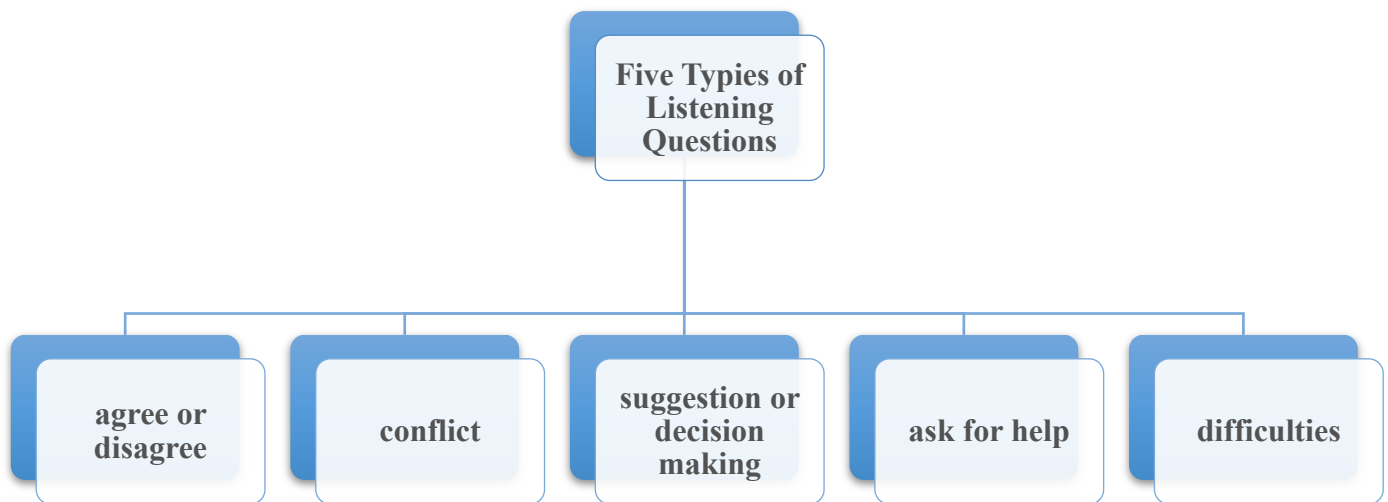
READING SECTION

1. It is useful for test takers to allocate time appropriately for each passage due to the limited time on this section. Test takers should finish one reading passage within 20 minutes. Test takers need to practice this skill in their daily lives to get used to this strategy and lower test anxiety.
2. In order to save time for the more demanding reading passages, test takers should learn the rapid reading skill-SQ3R method. The S stand for Scan, Q stand for Question, and 3R stand for Read, Review, and Recite.

Scan gives allow test takers a preliminary understanding of the whole passage. Then, based on the preliminary understanding of the passage and question to find out the specific paragraphs to read and review. Last, the test takers need to contextualize the information which gains from the passage to find out the answer to the question.
3. In the reading section, there are a few questions that aim to test the test takers' vocabulary. One way for test takers to score high in the reading section is to make sure they answer all the vocabulary questions correctly. (See the *TOEFL*® reading high-frequency vocabulary at appendix)

LISTENING SECTION

1. The listening section **only** contains two types of questions, which are **conversation** and **lecture** questions.
2. On the *TOEFL*® listening test, test takers cannot see the questions until they finish listening to all of the conversations or lectures. Therefore, it is important for test takers to learn to predict what might be asked.



- When two students agree or disagree with each other, test takers should pay attention to the subject they discussed and their positions. Questions might be asked based on that information.
- If there is a conflict, the questions might ask the student how to resolve the dispute.
- If the conversation is between a student and a teacher, the questions might be about what suggestions the teacher gives or why a decision or suggestion was made.

- The conversation could be about a student going to a teacher, dorm supervisor, or librarian to ask for help about a problem. The test takers should be aware that the listening questions might ask about the issue and how they resolve it.
- If the listening material suggests that student have difficulties with homework, a thesis, or examination, the test takers, should pay attention to how they overcome challenges and what solution they find.

3. Use **shorthand** to take notes. It is hard for test takers to memorize the entire listening materials, so they should take notes on key information such as main ideas or key words. In order to take notes as fast as possible, the test takers use symbols, numbers or letter to represent a word or the main idea.

For example: Q = question, ltd = limited, + = and/plus, ? = question.

First time: listen to the full text + Second time: listen to the sentences

*one by one + Third time: Check notes for missed information = **Perfect!***



SPEAKING SECTION

1. How to practice speaking? ---- Thinking aloud and imitation training. Thinking aloud allows the test takers to create a language environment by themselves at anytime, anywhere. Moreover, thinking aloud and imitation training could improve pronunciation. Also, it simulates the speaking testing conditions in which the test takers need to respond to questions by talking into a headphone alone.

2. Common mistakes misconceptions

➤ Off Topic/Vague Ideas

Example: Topic --- Should college students be allowed to get married?

Response: This topic is very interesting. I'm very interested in talking about this topic. Because I'm also a college student and I'm not married...

WRONG!



Modification: In my opinion, it would not be a wise decision to allow college students to get married.

➤ **Grammar Mistakes**

Example: Topic --- If children behave badly, should their parents accept responsibility and also be punished?

Response: About this problem, my think is if children behave badly, then parents are not right. Because teach child is parents' responsibility. So, we also punish parents too besides children is also should.

WRONG!

➤ **Too Simple and without Key Points**

Example: Topic --- The importance of environmental protection

Response: This issue is surely very important, let's talk about it!

WRONG!

3. Speaking Template

- Task 1&2: 15 seconds to prepare → brainstorming → key words

Template: To begin with/ To start with + Point A. On top of that/Apart from that + Point B.

- Task 3: Reading (45-50 seconds) → Listening (60-90 seconds) → Speaking (30-60 seconds)

Template: According to the reading passage, the notice explains that Main Point. In the listening conversation, the students discuss the notice and man/woman agree/disagree. First, he/she claims that Reason A. He/She also argues that Reason B.



SPEAKING SECTION

- Task 4: Reading (45-50 seconds) → Listening (60-90 seconds) → Speaking (30-60 seconds)

Template: The reading passage introduces the definition/ phenomenon/ problem/ process/some functions/some features/principle/application/cause/ effect of Key Word. Key Word is Definition. And the professor illustrates it with examples/ reasons in his speech. The first one is that Point A. The other one is that Point B.

- Task 5: Listening (60-90 seconds) → Speaking (30-60 seconds)

Template: In the listening, the man/woman has a problem describe the problem and the man/woman gives some advices $\left\{ \begin{array}{l} \text{to begin with...} \\ \text{but } \underline{\text{Reason A}} \end{array} \right. + \left\{ \begin{array}{l} \text{on top of that...} \\ \text{but } \underline{\text{Reason B}} \end{array} \right.$
If I were him/her, I would choose Reason A/B + explanation.

- Task 6: Listening (60-90 seconds) → Speaking (30-60 seconds)

Template: In the lecture, the professor talks about...



1. The test takers need to completely understand the question **BEFORE** they begin to write. Below are some different essay question types.

➤ *Choose a point of view and support that view.*

Example: Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view does you agree with? Use specific reasons and details to explain your answer.

Please Notice This



This type of question asks you to look at only **ONE** side of the issue...the side you agree with. **DON'T** write about both sides. You tell which side you agree with and support your ideas with details and examples.

➤ *Describe something.*

Example: If you could invent something new, what product would you develop?

Use specific details to explain why this invention is needed?

Please Notice This



In answering this type of question, you **MUST** be creative. It asks you to describe something **NEW**, something that does not exist. You must describe it in detail **AND** tell why it is necessary.





- *Compare two points of view and tell which one you agree with.*

Example: Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?

Please Notice This



In this type of question, you must write about **BOTH** sides of this issue and then tell which side you agree with. You may **NOT** say that you agree with both sides. You **MUST** make a choice. First, give support, details and examples of both sides of the issue. Then, tell which side you agree with and why.

- *Agree or disagree with something.*

Example: Do you agree or disagree with the following statement: Only people who earn a lot of money are successful. Do you agree or disagree with this definition of success? Use specific reasons and examples to support your opinion.

Please Notice This



In this type of question, you **MUST** agree or disagree. You cannot be unsure or indecisive. After you have said whether you agree or disagree, you must give convincing reasons and examples for your choice.

➤ *Explain why something is true.*

Example: People remember special gifts or presents that they have received. Why?

Give specific reasons and examples to support your answer.

Please Notice This



In this question, you should use lots of examples. (For this question, you would use examples of gifts one might receive and tell why those gifts are memorable). Do not write in the first person, “I.” Write in more general terms.

➤ *Support an idea or plan.*

Example: It has recently been announced that a new restaurant may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.

Please Notice This



In this question, first tell whether you support or oppose the plan and then tell why.

Since this question is somewhat personal, it is ok to use personal pronouns such as:

“I, me, my” in your answer.





2. Learn to skillfully use a variety of sentence structures.

➤ *Negative sentence*

Example:

- a.* Instead of indulging in playing computer games, children should be taught how to benefit from useful information on the internet.
- b.* On no account (Under no circumstances) can we ignore the immense value of knowledge.

➤ *Non-restrictive attributive clause*

Example:

- a.* Undoubtedly, practical courses can be used to the reality, which is of vital importance to their development in the future.
- b.* Children tend to imitate what they have seen and heard on mass media, which is sometimes dangerous and harmful.

➤ *Adverbial clause of concession*

Example:

- a. This view is widely acknowledged. However, there is little evidence that smoking is beneficial to people's health.
- b. Although (While) the computer has been widely used in class, it cannot replace the role of teachers.

➤ *“it” as preparatory subject*

Example:

- a. It is hard to imagine what our life would look like without computers in modern society.
- b. It is conceivable that being physically active does good to health.

➤ *Hypothetical sentence*

Example:

- a. If we destroy old buildings, then we will lose the traditional culture and heritage.
- b. Once you change your present job, you will be faced with the danger of being unemployed.



3. Writing Basics:

➤ ***Typing Speed.***

Using the website called [Goodtyping](#) to practice typing speed.

➤ ***Correct Format***

No title! Black style!

Space between paragraph!

➤ ***American English VS British English***

Choose [ONLY ONE](#) style to write!

➤ ***Word Count***

> 400 words



➤ ***Written English***

Example: photo --- photograph

gym --- gymnasium

gas --- gasoline

& --- and

23 --- twenty-three

➤ ***Person:*** Use the third person

➤ ***Spelling***

➤ ***Grammar***



STEP 2. SUPPORT INFORMATION

1. Make fully use of the resources on the *TOEFL*® official website. There is a free online course, *TOEFL*® Test Preparation: The Insider's Guide and Official Guide to the *TOEFL*® Test.

THE *TOEFL*® OFFICIAL APP!!!



2. Get together with classmates and create a study group.

By organizing a study group, the test takers create their personal supporting system. Group members can share thoughts and difficulties with each other and working together to find solutions for the problems.

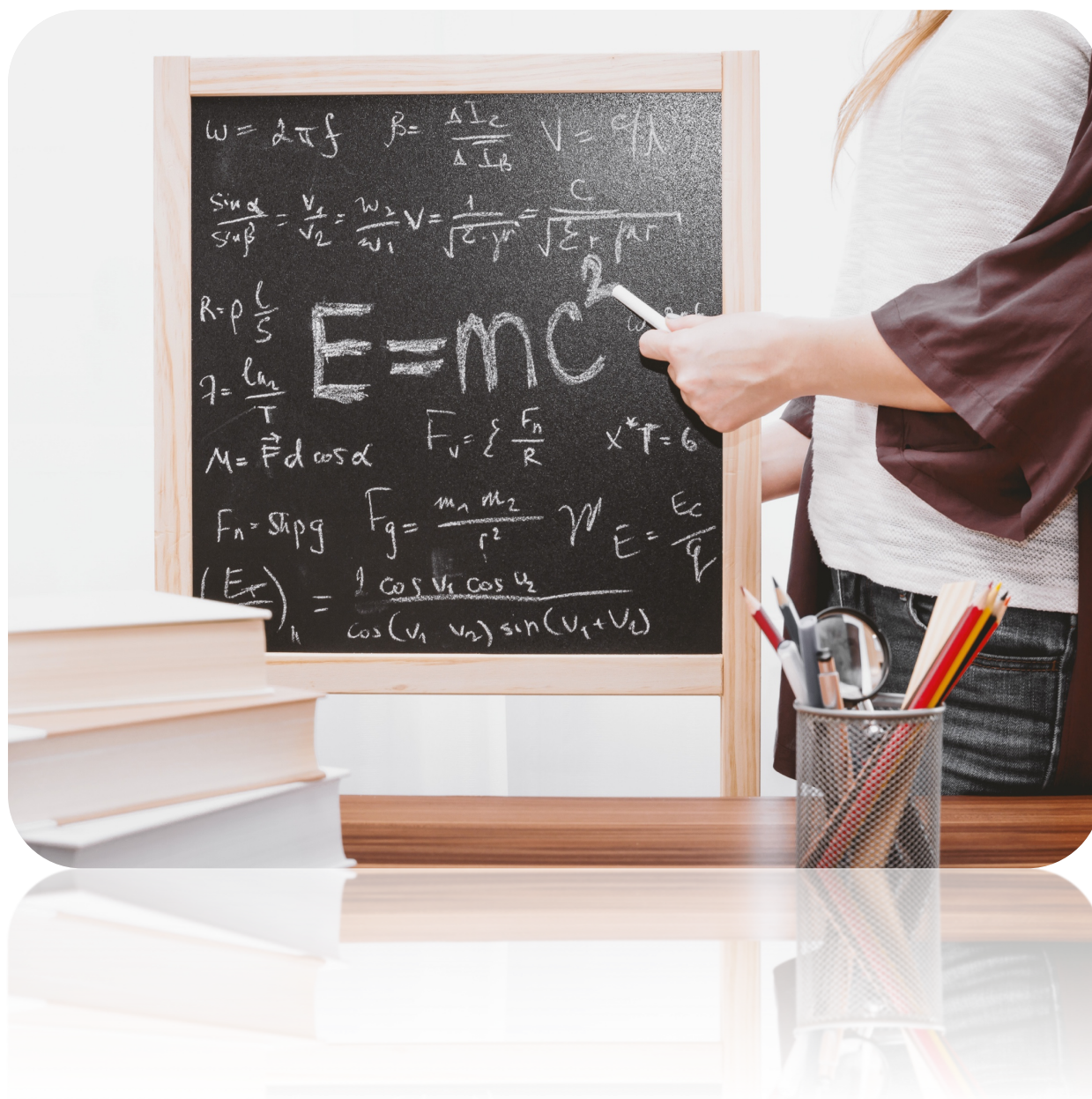
3. **DO NOT BE AFRAID TO ASK FOR HELP.**

If you have been experienced test anxiety or overwhelmed stress, and you wish to talk to someone. Remember this. It is entirely reasonable to ask for professional help.



CHAPTER II

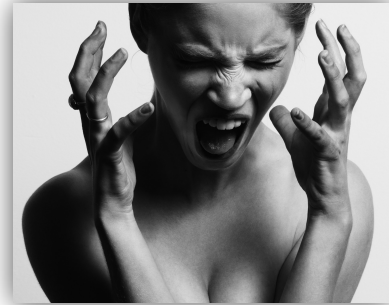
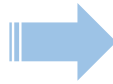
For the Teachers



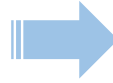
COMFORTABLE LEARNING ENVIRONMENT

1. It is crucial that teachers create a comfortable learning environment for the test takers. Teachers should be more supportive and encouraging when they talk to the test takers. When the test takers are relaxed and confident, they will be more active learners, and their test performance can improve.

OPPRESS THE TEST TAKERS



ENCOURAGE THE TEST TAKERS



2. Teachers should present a reasonable study schedule and a suitable amount of homework to the test taker. When the test takers cannot handle teachers' tasks, it can have a negative effect on the test takers both physically and emotionally.

DEPRESS



HAPPY



3. Teachers need to adjust their teaching methods based on test takers' English proficiency.

It not only develops the test takers' English ability but also helps test takers stay positive and confident. By doing that, test takers will make progress in their learning and lower their stress level.



SMALL GOALS



PROGRESS



SELF-CONFIDENCE



REDUCE PRESSURE

IMPROVE TEST PERFORMANCE



CHAPTER III

For the Parents

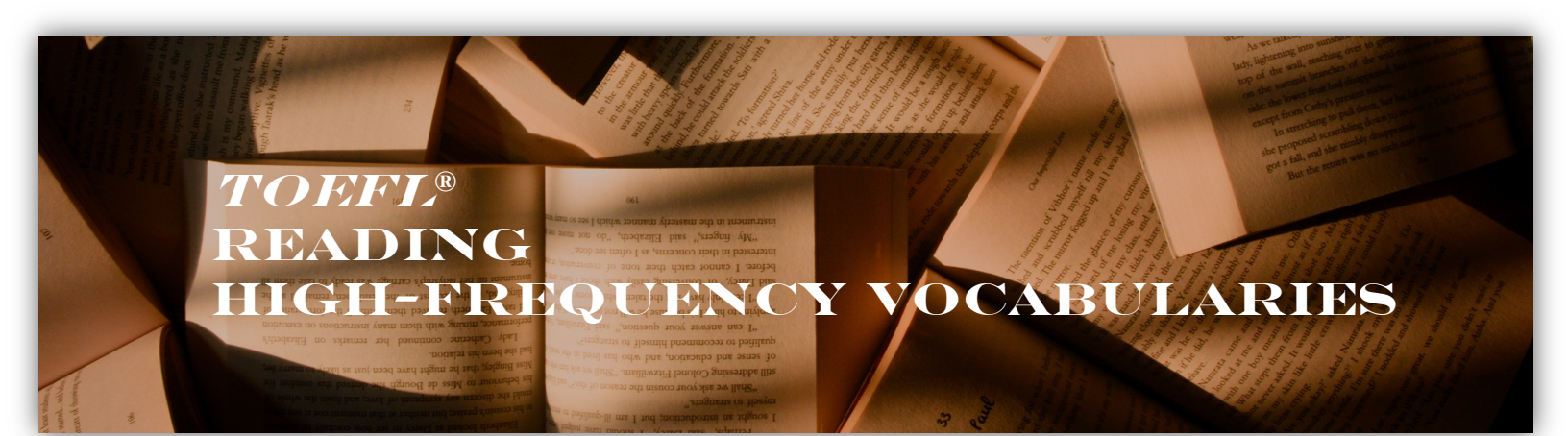


HOW TO HELP TEST TAKERS TO REDUCE STRESS?

1. Parents should be careful when they put their high academic expectations on test takers
2. Lower the high expectations for test takers.
3. Parents should create a relaxing environment for the test takers.
4. Stay positive and have faith in test takers.
5. Offer rewards to the test takers for improvements.

DO NOT CRITICIZE OR PUNISH THE TEST TAKERS FOR NOT FULFILLING PARENTS' HIGH EXPECTATIONS!!!





TOEFL® READING HIGH-FREQUENCY VOCABULARIES

1. a matter of speculation = supposition
2. a solicitation of = an invitation of
3. abandoned = left
4. aberrant = abnormal
5. abort = quit
6. abruptly = suddenly
7. absorb = appeal
8. absorb = learn
9. absorb = take in
10. abstract = not concrete
11. absurd = ridiculous
12. abundance = large amount
13. abundance = great number
14. abundant = affluent
15. abundant = ample
16. abundant = numerous
17. abundant = plentiful
18. abundant = substantial
19. abundantly = plentifully
20. access = reach
21. accessible = reachable
22. accessible = easy to reach
23. accidental = unexpected
24. accommodate = provide for
25. accomplished = achieved
26. accomplished = skilled
27. account = description
28. account for = explain
29. accumulate = collect
30. accumulate = pile up
31. accurate = correct
32. accurately = correctly
33. acknowledge = recognize
34. actually = in fact
35. added = extra
36. adept = skilled
37. adherent = supporter
38. adjacent = nearby
39. adjacent = neighboring
40. adjust = modify
41. administer = manage
42. admit = let in

- 43. adopt = enact
- 44. advance = improvement
- 45. advent = arrival
- 46. advent = beginning
- 47. affair = matter
- 48. afford = provide
- 49. aggravate = increase
- 50. aggravate = annoy
- 51. aggregate = overall
- 52. aggregate = combined
- 53. agile = astute
- 54. agile = clever
- 55. agile = quick and active
- 56. agile = move and act quickly
- 57. air = feeling
- 58. alarm = sound
- 59. alarm = warning
- 60. albeit = although
- 61. albeit = even though
- 62. allow = enable
- 63. allude = suggest
- 64. allude to = refer
- 65. ally with = link to
- 66. alter = change to
- 67. amazing = remarkable/replacement
- 68. ambiguous = vague
- 69. ambivalent = mixed
- 70. ample = plentiful
- 71. ample = spacious
- 72. anchor = hold in place
- 73. ancient = old
- 74. ancient = antique
- 75. annihilate = destroy
- 76. annihilate = completely remove
- 77. annually = yearly
- 78. anomaly = irregularity
- 79. antagonist = competitor
- 80. anticipate = expect
- 81. antiseptic = clean
- 82. antithesis = opposite
- 83. antler = horn
- 84. anxiety = worry
- 85. apart from = exception
- 86. apart from = except for phr.
- 87. apparatus = equipment
- 88. apparent = obvious
- 89. apparently = clearly
- 90. appeal = attraction
- 91. appealing = attractive
- 92. appear = seem
- 93. appearance = rise

94. appearance = arrival
95. appearance = showing up
96. application = use
97. appreciable = noticeable
98. approach = method
99. approach = move toward
100. approximately = roughly
101. architecture = structure
102. archive = record
103. archive = stock
104. archive = store
105. arduous = difficult
106. arid = dry
107. arise = emerge
108. arrangement = configuration
109. array = range
110. article = item
111. article = object
112. as a rule = in general
113. assert = declare
114. assertion = strong statement
115. asset = advantage
116. assimilate = combine
117. assistance = help
118. assorted = various
119. assume = believe
120. assume = suppose
121. assume = take on
122. assumption = premise
123. astonishing = amazing
124. astute = clever
125. at random = without a definite pattern
126. attachment to = preference for
127. attain = achieve
128. attainment = achievement
129. attendant = accompanying
130. attest to = confirm
131. attribute = accredit
132. attribute = characteristic
133. attribute to = credit with
134. attribution = character
135. augment = increase
136. available = obtainable
137. avenue = method
138. avenue = means
139. avid = enthusiastic
140. barely = just
141. barge = boat
142. barrier = obstacle
143. barrier = impediment
144. battle = struggle

145. be inclined = tend
146. be accustomed to = get used to
147. be aware of = familiar with
148. be beforehand = foreordain
149. be closer resemblance to = be more
like
150. be consistent with = be compatible
with
151. be entitled to = have the right
152. beckon = invite
153. become extinct = die out
154. being = creature
155. beneficial = advantageous
156. blossom = flourish
157. blossom = thrive
158. boast = puff
159. boast = exaggerate
160. bombard = assail
161. bombard = assault
162. bombard = strike
163. boom = expansion
164. boon = great benefit
165. boost = raise
166. boundary = periphery
167. branch = division

168. breed = reproduce
169. brilliant = bright
170. brittle = breakable
171. brittle = fragile
172. broad appeal = wide popularity
173. broadly = generally
174. broadly = extensively
175. bulk = majority
176. bulk = large part
177. bulk = major part
178. bulk = large portion
179. bulk = great quantity
180. burgeon = expand
181. bustling = lively
182. camouflage = disguise
183. camouflage = hide
184. camouflage = decorate
185. camouflage = blend with
circumstances
186. cardinal = fundamental
187. cargo = shipment
188. celebrated = famous
189. central = essential
190. certain = specified
191. chancy = risky
192. channel = provide

- | | |
|--|--|
| 193. channel = direct | 217. collaborate = cooperate |
| 194. channel = guide | 218. collaboration = joint effect |
| 195. chaotic = disorganized | 219. collect = gather |
| 196. cherish = value | 220. collide = hit each other |
| 197. chief = major | 221. collide with = run into |
| 198. chisel = carve | 222. commemorate = celebrate |
| 199. choose = opt | 223. compact = concise |
| 200. chronic = persistent | 224. compact = compressed |
| 201. chronic = confirmed | 225. comparable = equivalent |
| 202. chronic = habitual | 226. comparative = relative |
| 203. chronic = inveterate | 227. compel = push |
| 204. chronically = constantly | 228. compelling = convincing |
| 205. circuitous = indirect | 229. compensate = reimburse |
| 206. circumstance = condition | 230. compensate for = balance |
| 207. cite = quote | 231. complaint = protest |
| 208. cite = refer to | 232. complement = supplement |
| 209. classic = typical | 233. complement = add to |
| 210. clear = visible | 234. completely = totally |
| 211. clear = apparent | 235. complex = elaborate |
| 212. cling to = attach to | 236. complex = system |
| 213. close = careful | 237. complicated = complex |
| 214. clue = hint | 238. complicated = made things more
difficult |
| 215. coating = cover | 239. component = constituent |
| 216. coincide with = be at the same
time as | 240. composition = mixture |

241. comprehensive = understandable

242. comprehensive = complete

243. comprise = form

244. comprise = make up

245. concern = interest

246. conclusive = final

247. conclusive = ultimate

248. conducive = contributive

249. configuration = arrangement

250. configuration = form

251. confine = limit/boundary

252. confront = face

253. congeal = solidify

254. consecutive = successive

255. consequence = result

256. consequence = importance

257. consequent = later

258. consequent = resultant

259. consequent = resulting

260. consequential = significant

261. consequently = therefore

262. consequently = thus

263. conserve = save

264. consider = think as

265. consider = view as

266. consider = think about

267. considerable = substantial

/significant

268. consist of = compose of

269. consistent = regular

270. consistently = regularly

271. conspicuous = notable

272. constant = stable

273. constantly = always

274. constellation = collection

275. constellation = combination

276. constitution = component

277. constrain = restrict

278. constraint = limit

279. constraint = restriction

280. consume = eat up

281. consumed = used up

282. contemplate = consider

283. contentious = disputed

284. continual = constant

285. continuous = uninterrupted

286. contrive = create

287. contrive = invent

288. conventional = customary

289. conventional = traditional

290. converging = concentrating

291. convert = transform
292. convert into = change to
293. convict = condemn
294. convict = sentence
295. convict = doom
296. conviction = belief
297. conviction = strong belief
298. cope with = handle
299. cope with = deal with
300. copious = plentiful
301. core = center
302. correspondence = harmony
303. corroborate = confirm
304. costly = expensive
305. counsel = advise
306. countless = innumerable
307. counter = oppose
308. counter of = in the opposite of
309. counterpart = version
310. counterpart = similitude
311. counterpart = equivalent
312. critical = essential
313. criticize = debate
314. crucial = important
315. crucially = decisively
316. crushed = ground
317. cumbersome = awkward
318. cumbersome = clumsy
319. cumbersome = unwieldy
320. curb = control
321. current = present
322. dam = block
323. delight = pleasure
324. deluxe = lavish
325. demand = need
326. demise = extinction
327. demography = population
328. dense = crowded
329. dense = thick
330. depend = rely on
331. dependable = reliable
332. depict = describe
333. depict = portray
334. depletion = drain
335. deposit = accumulate
336. deposit = lay down
337. derive = arise
338. design = create
339. designate = identify
340. detractor = critic

341. detrimental = harmful
342. deviate = digress
343. deviation = departure
344. devise = create
345. devoid of = lack of
346. devoid of = without
347. devoid of = scant of
348. devoted = dedicated
349. devoted to = concentrated on
350. discernible = noticeable
351. dictate = determine
352. dictate = order
353. differential = uneven
354. diffuse = travel
355. diffuse = spread(out)
356. diligent = careful
357. diligently = carefully
358. dilute = reduce
359. dim = decrease
360. disassemble = break apart
361. disassemble = break up
362. disband = dismiss
363. discard = throw away
364. discard = throw up
365. discernible = noticeable
366. discernible = discriminating
367. discharge = release
368. disentangle = disband
369. disgust = distaste
370. disintegrate = break apart
371. disintegrate = fall apart
372. disintegrate = tear apart
373. dismantle = demolish
374. disorder = anarchy
375. dispensable = not necessary
376. dispersal = distribution
377. displace = move out of position
378. disposition = temperament
379. dispute = contention
380. dispute = argument
381. dissipate = disperse
382. dissipated = dispersed
383. dissuade = discourage
384. distinct = clear and recognizable
385. Distinction = difference
386. distinction = honor
387. distinction = excellence
388. distinctive = characteristic
389. distinguish = notice from the difference

390. distribute = spread
391. distribution = dispersion
392. distribution = geographic range
393. disturb = upset
394. diverse = distinct
395. diversification = emergence of
many varieties
396. diversity = variety
397. divest = deprive
398. divest = get rid of
399. domestic = home
400. dormant = hibernated
401. dormant = inactive
402. dramatically = greatly
403. drastic = extreme
404. drastically = obviously
405. drastically = severely
406. dual = double
407. duplicate = copy
408. duplicate = repeat
409. durable = lasting
410. earn = acquire
411. ease = facilitate
412. eccentric = erratic
413. eccentric = strange
414. efface = eliminate
415. elaborate = detailed
416. elaborate = dainty
417. elapsed = passed
418. element = weather condition
419. eliminate = remove
420. elusive = difficult to catch
421. emanate = emerge
422. embark on = start
423. enrich = enhance
424. ensue = result
425. ensuing = subsequent
426. ensure = guarantee
427. entail = involve
428. enthusiastic = eager
429. environment = setting
430. ephemeral = short-lived
431. ephemeral = transient
432. episode = event
433. equilibrium = balance
434. era = period
435. eradicate = remove completely
436. erect = build
437. erratic = unpredictable
438. erratic = irregular
439. escalate = extend

440. essential = crucial
441. established = qualified
442. establishment = formation
443. estimate = projection
444. estimation = evaluation
445. euphoric = extremely happy
446. evaluate = judge
447. eventual = later
448. eventually = later
449. eventually = ultimately
450. evidence = proof
451. evident = apparent
452. evident = obvious
453. evoke = arouse
454. evoke = draw
455. evoke = produce
456. evoke = promote
457. evoke = stimulate
458. evoke = create in the mind
459. exaggerate = overstate
460. excavate = dig out
461. excavation = dug-out
462. exceed = surpass
463. exceed = beyond above
464. exceedingly = extremely
465. excess = go beyond
466. exclusively = only
467. excrete = expel
468. exercise = use
469. exhausted = tired
470. exhausted = used up
471. exhibit = demonstrate
472. exhibit = display
473. expand = stretch
474. expand = increase
475. expanse = area
476. expansive = large
477. expediency = convenience
478. expediency = advantage
479. expedient = fitting
480. expend = use
481. explicit = obvious
482. explicitly = clear
483. exploit = utilize
484. exploit = take advantage of
485. exploit = make use of
486. explore = investigate
487. expose to = subject to
488. express = communicate
489. extant = existing

490. extant = remaining
491. extant = not extinct
492. extend = stretch
493. extend = reach
494. extol = praise
495. extraneous = inessential
496. extraneous = from outside
497. extraordinary = exceptional
498. exude = release
499. exude = give off
500. fabricate = produce
501. far-reaching = extensive
502. far-reaching = broad
503. fascinating = extremely attractive
504. fashion = make
505. fashion = way
506. fashionable = popular
507. feasible = achievable
508. feasible = practical
509. feast = eating
510. ferry = transport
511. fertile = reproductive
512. fertile = productive
513. figure out = map
514. finding = discovery
515. first and foremost = above all
516. flake = fragment
517. flattery = praise
518. flee = run away from
519. flexible = adaptable
520. float = stay on the top
521. float = upward rise
522. flourish = prosper
523. flourish = thrive
524. flourishing = prosperous
525. flow = movement
526. fluctuate = change
527. fluctuation = variation
528. focal = point center area
529. follow = track
530. for instance = for example
531. forage = feed
532. forage = search for food
533. formidable = excessive
534. foster = encourage
535. foster = urge
536. foster = promote the development
of
537. foul = pollute
538. fragment = break up

539. fragmentation = break
540. fragmentize = break up
541. frankly = openly
542. frankly = sincerely
543. friction = conflict
544. function = operation
545. function = utility
546. fundamental = basic
547. funds = money
548. furthermore = in addition
549. gap = opening
550. gear = adjust
551. generate = produce
552. genuinely = actually
553. get accustomed to = become used
to
554. give rise to = produce
555. given = particular
556. govern = regulate
557. govern = control
558. grasp = understand
559. groom = clean
560. groom = make up
561. groundless = unfounded
562. grounds = reasons

563. groundwork = base
564. groundwork = basis
565. groundwork = foundation
566. grudging = unenthusiastic
567. guarantee = ensure
568. hallmark = characteristic
569. hamper = district
570. hamper = restrict
571. hamper = make difficulty
572. handy = convenient
573. haphazard = random 的
574. harness = use
575. harness = utilize
576. harsh = drastic
577. hasty = hurried
578. haul = pull
579. have nothing to do with = in no
relation to
580. havoc = destruction
581. hazard = danger
582. heed = notice
583. heighten = increase
584. heir = inheritor
585. hence = therefore
586. heritage = legacy

- 587. heritage = tradition
- 588. heterogeneous = varied
- 589. hide = conceal
- 590. hinder = interfere with
- 591. hint = clue
- 592. hint = implication
- 593. hint = indication
- 594. hint = lead
- 595. hire = employ
- 596. hobby = pastime
- 597. hold = support
- 598. hold = keep up
- 599. hollow = an empty space
- 600. homogeneous = uniform

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